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| ELA-Unpacked |
| Grade 4 |
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**Comprehend and Respond (CR) –**

**Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.**

**CR4.1 *Comprehend and Respond* to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:**

* **identity (e.g. ,Expressing Myself)**
* **community (e.g., Building Community)**
* **social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences.**

**Indicators**

* I can view, listen to, read, and respond to a variety of texts that reflect diverse personal identities, worldviews and backgrounds including First Nations and Métis texts
* I can make and share connections among texts, prior knowledge, and personal experiences (e.g., family traditions).
* I can view, listen to, and read a variety of texts related to theme or topic of study and show comprehension by:
  + Retelling and explaining the ideas and information presented in texts
  + Recognizing and understanding the text structures (e.g., narrative, informational, poetry) and features (e.g., description, figurative language, graphics)
  + Respond to and interpret the texts, and explain and support my response with evidence from the text.
* I can connect the insights of an individual or individual in texts to my personal experiences.
* I can identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in a variety of texts including First Nations and Métis texts.
* I can identify cultural representations in oral, print and other media texts from various communities including First nations and Métis communities.

**CR4.2 *View and Respond to* visual and multimedia texts(including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator’s technique and the impact on viewers.**

**Indicators:**

* I can discuss visual experiences (e.g., what was seen and the effectiveness).
* I can select and use pertinent before, during, and after strategies to construct meaning when viewing.
* I can understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct and confirm meaning when viewing.
* I can evaluate the role of visuals in focusing attention on particular aspects or events, and influencing opinions on issues.
* I can identify the intent and appeal of particular TV and print advertisements and other visuals including First Nations and Métis art and other texts.
* I can identify, with support, the values and aspects of various cultures underlying visual messages including First Nations and Métis art and other texts.
* I can understand how a range of visual features (e.g., graphs, images, illustrations, charts, maps, diagrams) can enhance and clarify spoken, written, or silent messages.
* I can view a multimedia presentation and identify how the language, visual, and multimedia features (e.g., sound, colour, movement) are used to persuade.

**CR4.3 *Listen ,summarize, paraphrase and evaluate what was heard and draw conclusions***

**Indicators**

* I can listen critically and respond appropriately to a range of oral communications including oral traditions passed on by First Nations Elders and Knowledge Keepers.
* I can select and use pertinent before, during, and after strategies to construct meaning when listening.
* I can understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct and confirm meaning when listening.
* I can distinguish between verifiable fact and opinion and analyze the message and presentation for evidence.
* I can ask thoughtful questions that probe deeper thought and respond to questions with elaboration.
* I can summarize and paraphrase major ideas and supporting evidence presented in spoken messages and formal presentations.
* I can follow multi-step directions and instructions independently.
* I can draw conclusions supported by ideas presented.

**CR4.4 Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry and non-fiction( including magazines, reports, instructions and procedures) from various cultures including First nations and Métis and countries (including Canada)**

* I can recognize and explain the author’s ideas, explicit and implicit message and techniques (e.g., use of figurative language).
* I can select and use pertinent before, during, and after strategies to construct meaning when reading.
* I can understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct and confirm meaning when reading.
* I can read and summarize narrative texts including First Nations and Métis narratives and identify characters’ traits, characters’ changes over time, and the theme.
* I can read for information in content area resources and reference materials and recognize the variety of expository text structures including compare-contrast, problem-solution, cause and effect, timesequence, and description.
* I can compare information on the same topic after reading several passages or articles.
* I can follow multi-step written instructions and procedures in basic technical or how-to manuals (e.g., how to play a video game).
* I can read and use grade four reference texts (e.g., dictionary, encyclopedia, how-to, explanations, biography) for inquiry and to identify main ideas, details, opinions, and reasons.
* I can support opinions and conclusions about what is read.
* I can read grade-appropriate texts silently (e.g., 20 minutes; 135-185 wcpm) and orally (with fluency, accuracy, pacing, intonation, and expression; 100-140 wcpm), adjusting reading rates to the complexity of the materials and the purpose for reading.

**Compose and Create (CC)**

**Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.**

**CC4.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on:**

* **identity (e.g., Expressing Myself)**
* **community (e.g., Celebrating and Honoring Others)**
* **social responsibility (e.g., Within My Circle) through personal experiences and inquiry**

**Indicators**

* I can create spoken, written, and other representations that include:
  + a specific message
  + a coherent organization of ideas
  + ideas and information which are clear and complete
  + appropriate use of language and conventions.
* I can compose and communicate findings and conclusions about problems, questions, or issues in a clear visual, oral, and written format.
* I can use inquiry to explore authentic problems, questions, and issues associated with identity, community, and social responsibility including:
* I can ask general and specific inquiry questions on topics using predetermined categories
* I can record, selecting, and share relevant personal knowledge and understanding of a topic or questions and consider the purpose for individual and group inquiry or research
* I can select and use a plan for gathering ideas and information
* I can assess the usefulness, authenticity, and reliability of information for inquiry or research needs using pre-established criteria
* I can use a variety of tools (including indices, maps, atlases, charts, electronic sources) and resources to access ideas and information
* I can organize ideas and information in logical sequences
* I can make notes and cite authors and titles of sources alphabetically
* I can examine collected information to identify categories or aspects of a topic that need more research
* I can share findings and conclusions in a clear visual, oral, and written format
* I can use the language of inquiry (e.g., “I want to know if .…”, ”I want to know about)

**CC4.2 Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.**

**Indicators:**

* I can use a variety of visuals (e.g., chart, diagram) to communicate essential information when making an oral presentation.
* I can select and use pertinent before, during, and after strategies to communicate meaning when using other forms of representing.
* I can understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to communicate meaning when using other forms of representing.
* I can organize information and ideas in visual and multimedia texts that are clear, meaningful, logical, and illustrative of the topic and are properly labelled and captioned.
* I can express relevant opinions about experiences (e.g., an incident) through a variety of representations (e.g., multimedia presentation, role play).
* I can use visual aids (e.g., pictograms, graphs, charts, tables, diagrams, maps, illustrations, movement) to enhance spoken or written products.
* I can I can use a variety of visuals (e.g., chart, diagram) to communicate essential experiment with different ways of representing ideas and sharing them with others (e.g., drama, mime, tableau, dance, music, models, painting).

**CC4. Speak to present and express a range of ideas and information in formal and informal speaking situations (including giving oral explanations, delivering brief reports or speeches, demonstrating and describing procedures) for differing audiences and purposes.**

**Indicators**

* I can adapt language and presentation style to the purpose and needs of the audience, and guide the listener to understand important ideas by using proper phrasing, pitch, and modulation.
* I can select and use pertinent before, during, and after strategies to construct meaning when speaking.
* I can understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to communicate meaning when speaking.
* I can present effective introductions and conclusions that guide the listener’s understanding of important ideas and evidence, use appropriate structure for conveying key information (e.g., cause and effect, similarity and difference), and use details, examples, anecdotes, or experiences to explain or clarify information.
* I can make narrative presentations that relate ideas, observations, or recollections about an event or experience, provide a context that enables the listener to imagine the circumstances of the event or experience, and provide insight into why the selected event or experience is memorable.
* I can make narrative presentations that retell a traditional First Nations and Métis narrative.
* I can make informational presentations that frame a key question, include facts and details that help listeners to focus, and incorporate more than one source of information (e.g., interviews, books, newspaper articles, and television or radio reports).
* I can deliver oral summaries that contain the main ideas and the most significant details of articles and books.
* I can recite brief poems (e.g., two or three stanzas), monologues, or dramatic dialogues using clear diction, tempo, volume, and phrasing.
* I can make individual contributions to class discussion by expressing ideas, opinions, and feelings and interact with others to share ideas and opinions, ask for support, complete tasks, and explain

**CC4.4 Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons**

**Indicators**

* I can work through the stages of a writing process (e.g., pre-writing, drafting, revising successive versions).
* I can select and use pertinent before, during, and after strategies to construct meaning when writing.
* I can understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to communicate meaning when writing.
* I can write clear, coherent sentences and paragraphs that develop a central idea.
* I can create compositions with an introductory paragraph that establishes a central idea in key sentence(s), supporting paragraphs with simple facts, details, and explanations, and a concluding paragraph that summarizes the points.
* I can write descriptions and narratives (3-5 paragraphs) that relate observations and recollections of an event or experience and use sensory details.
* I can write information reports (3-5 paragraphs) that focus on a central question about an issue or situation, include facts and details, and draw from more than one source of information (e.g., speakers, books, newspapers, other sources).
* I can write procedures with clear directions and explanations.
* I can write summaries that contain the main ideas of the text or presentation and the most significant details.
* I can communicate and demonstrate understanding by creating original texts (e.g., poem, play, letter, journal entry) and by writing responses to texts, supporting judgements through references to both the text and prior knowledge.

**Assess and Reflect (AR) –**

**Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers,**

**speakers, and writers, and set goals for future improvement.**

**AR4.1 Reflect on and assess own viewing, listening, reading, speaking, writing, and other representing experiences, the selected strategies employed (e.g., using class-generated criteria), and explore possible ways to improve.**

**AR4.2 Set and pursue personal goals to improve viewing, listening, reading, speaking, writing, and other representing tasks more effectively.**

* I can reflect on viewing, listening, reading, representing, speaking, and writing by explaining what is effective or what worked in a text.
* I can ask questions such as “What do I already know? What can I already do? What strategies have I learned? What do I need to remember? What goals do I need to set for myself?”
* I can reflect on own strategies for viewing, listening, reading, representing, speaking, and writing and set goals to improve the strategies used.